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SHELTERED ENGLISH INSTRUCTION TRAINING OF TRAINERS WORKSHOP

DAY 1

**Presented by:
Patricia Herbert and Kenneth Bond**

NAME TAGS

Please make name tags so that we can get to know you.



BAGGAGE CLAIM



BAGGAGE CLAIM

- ▶ Pack your bag by writing 1 interesting thing about yourself and 1 goal for our work together.
- ▶ When the music starts, get up and move to the music. When the music stops, find a partner.
- ▶ Share what is in your bag. When the music starts again, you must exchange bags, and move to the music.
- ▶ When the music stops, find a new partner. Explain that you have the wrong bag, and proceed to tell who the bag belongs to and what is in the bag.

OBJECTIVES:

Participants will create a professional development plan to support mainstream teachers.

The plan will:

- ◆ demonstrate alignment with the NJ professional Learning Standards.
- ◆ incorporate current thinking and research on Second Language teaching and learning.
- ◆ demonstrate an understanding of the challenges for ELs in the implementation of the Common Core State Standards.
- ◆ provide content in:
 - ◆ understanding the social, emotional, cultural, and academic needs of ELs; and
 - ◆ how to mediate instruction for ELs so that they meet the standards





RESEARCH AND STATISTICS

RESEARCH

- To pique your interest in the research, we are giving you a “test”. You will work with a partner to answer questions or fill in blanks on the Anticipation Guide. Then we will discuss our answers and talk more about research.
- Source:
<http://www.all4ed.org/files/LangAndLiteracyInStandardsELLS.pdf>



ANTICIPATION GUIDE PURPOSE:

- Draw upon prior knowledge
- Recognize the effects of one's own point of view in formulating interpretations of texts
- Engage all students in the exploration of new information by challenging them to critically think about what they know or think they know about a topic.
- Set a purpose for reading, even for those students who initially may not be engaged by the topic.



REFLECTION: METACOGNITION FRAME

In groups, brainstorm ideas from our discussion of research related to ELs. Chart your ideas and share with the large group by creating a Metacognition Frame.



METACOGNITION FRAME

- I know that I know something about

_____.

- First, _____

_____.

- In addition, _____

_____.

- Finally, _____

_____.

- Now you know what I know about

_____.

Writing as Learning: A Content-Based Approach
Andrew S. Rothstein, [Evelyn B. Rothstein](#), [Gerald Lauber](#)





WHAT IS SHELTERED ENGLISH INSTRUCTION?



Brainstorm the following question with your table team:

What is your definition or understanding of sheltered instruction? Create a taxonomy.



TAXONOMY OF SEI

- As we read and discuss the following slides, add any ideas that have not been noted to the Taxonomy with a different color marker
- Place your Taxonomy on the wall. We will create a carousel to share ideas.



WHAT IS SHELTERED INSTRUCTION?

- Was: Protection from competition from English speakers
- Now: Goal is to make grade-level content standards more accessible for English language learners (ELLs) while they develop and improve their English language proficiency.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.



SHELTERED ENGLISH INSTRUCTION

- Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. It was originally designed for content and classroom teachers who teach in English. The benefits are for ELL students, as well as native English speakers with a variety of learning styles.



SHELTERED ENGLISH INSTRUCTION

- Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.



COMPOSING WITH KEY WORDS

- Protocol
- I have selected three words from our Taxonomy of SEI. My three words are _____, _____, and _____.
- My sentence is _____.



FOCUS ON LANGUAGE

- Scrambled Sentence
- In groups of three, take words out of envelope and place on table.
- Working cooperatively, un-scramble the sentence. You have 3 minutes.



LANGUAGE AS ACTION PERSPECTIVE:

Strategy: 3W's (What I Read, What's in My Head,
What My Partner Said)

Text: Excerpts from Language and the Common
Core Standards, van Lier and Walqui,
Understanding Language website



REFLECTION: OUTCOME SENTENCES

- I now realize....
- I would conclude....
- I learned....
- I would like to find out more about.....




BUILDING BACKGROUND







CONSIDER THIS...

- Background knowledge is more important to the understanding of reading than IQ.
 - Vocabulary instruction in specific content-area terms builds up student's background knowledge in content area.
 - Students who understand content for example, in a common core mathematics standards document regarding data analysis and statistics have understanding of terms such as *mean, median, mode, range, standard deviation, and central tendency.*
- 

resource

Materials, money and other things that can be used.



or



culture

A group's customs and traditions.



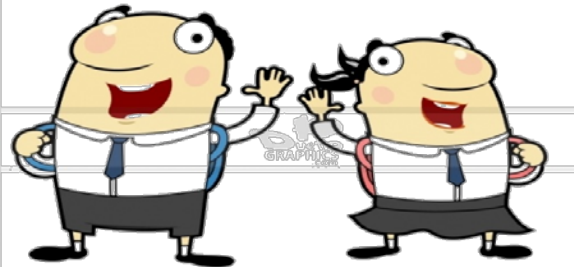
tutor

Someone who helps another person with schoolwork.



uniform

Clothes that all the people in a group wear so they are dressed alike.



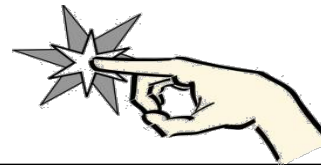
chores

Small jobs that you need to do, but may not enjoy.



certain

One particular thing.



Make sure students
get to practice
speaking the word!

WORKING WITH ESL STUDENTS

- **Step 1 (ESL):** Provide a description, explanation, or example of the new term (along with a nonlinguistic representation).
- **Step 2 (ESL):** Ask students to restate the description, explanation, or example in their own words in their own language.
- **Step 3 (ESL):** Ask students to construct a picture, symbol or graphic representing the term or phrase. Students should create their own representation and not copy yours from Step 1.



WORKING WITH ESL STUDENTS

- **Step 4 (ESL):** Engage students periodically in activities that help them add to their knowledge of the terms in their notebook. Allow students to use their native language as much as possible.
- **Step 5 (ESL):** Periodically ask students to discuss the terms with one another. Pair students of the same language together.
- **Step 6 (ESL):** Involve students periodically in games that allow them to play with terms. Pair students of the same language together.



VIDEO

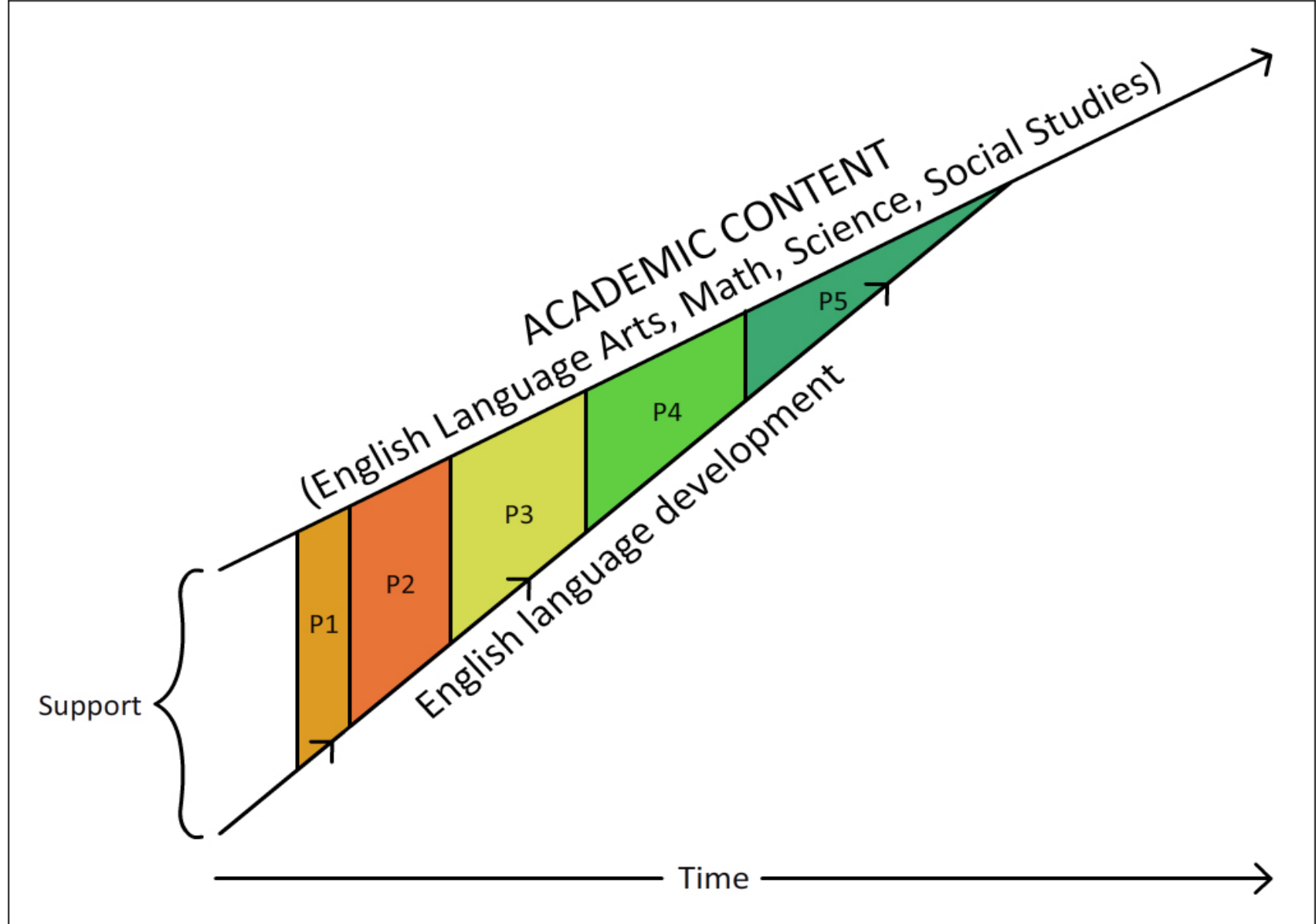
- Think about what feedback you would give to a teacher as you watch these lessons.



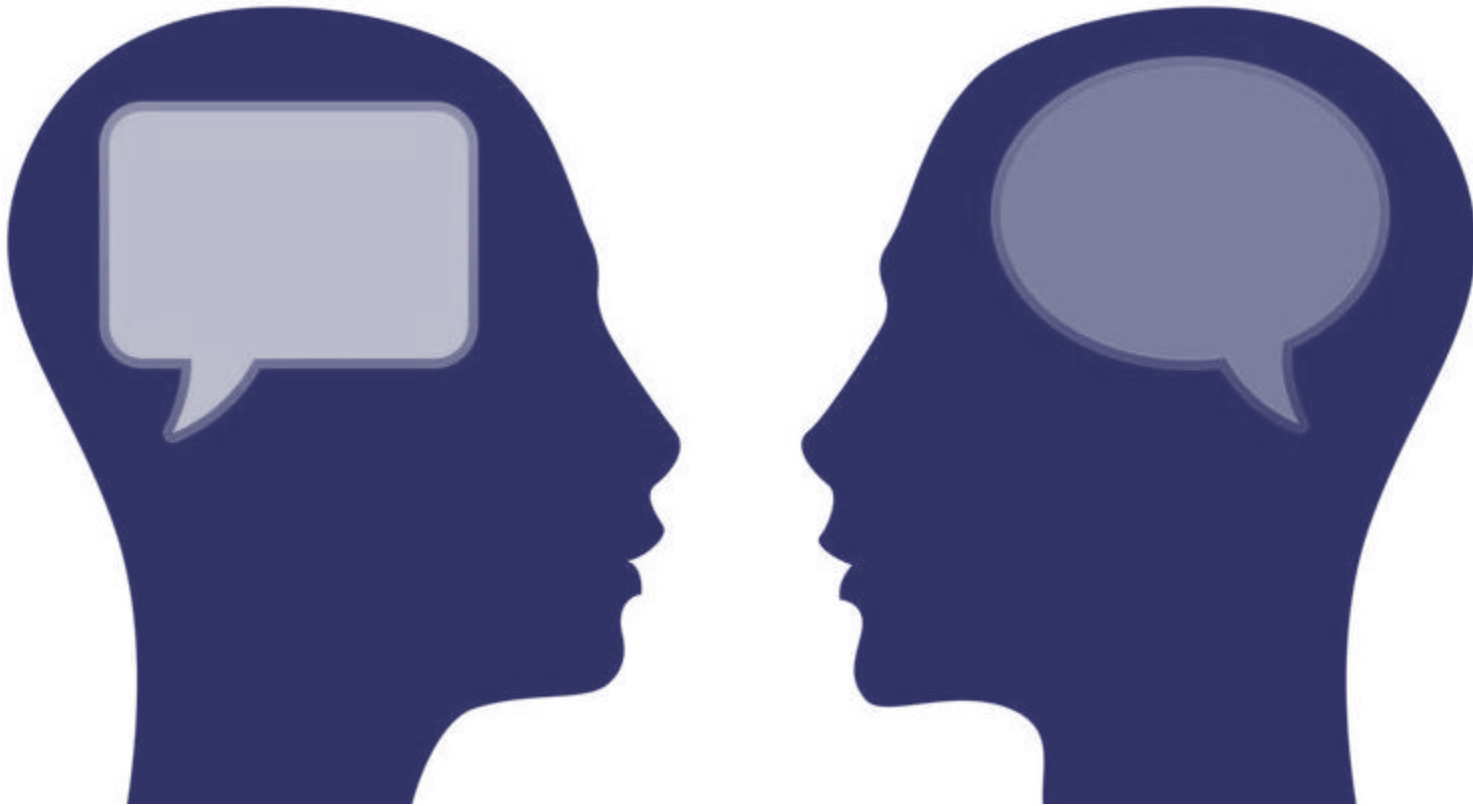
COMPREHENSIBLE INPUT

- Here are some things to look for.
 - Use visuals and manipulatives.
 - Use gestures.
 - Write down and repeat directions.
 - Modify your speech. Use shorter, less complex sentences. Don't use baby talk or a loud voice.
 - Give second chance learning opportunities.
 - Tie it to their lives.





INTERACTION



IMPORTANCE OF INTERACTION

By sharing our understandings through talking about what we think we know, we develop deeper understanding and a clearer focus for more learning.



CONNECTION TO THE COMMON CORE

In order to develop the ability to read complex texts and engage in academic conversations, ELs need access to such texts and **conversations**, along with **support in engaging with them**.

From “Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards” by Bunch, Kibler, and Pimentel, in the Understanding Language website at Stanford University



INTERACTION: CONCENTRIC CIRCLES

- Why is it important to promote and incorporate interaction in lessons for ELs?
- What are some examples of interaction you have implemented with ELs?



STRATEGIES

Strategy: List Group Label

In groups:

- Take out the slips of paper with names of strategies on them in your envelope
- Sort or classify them
- Label each group of strategies
- Be able to articulate why these strategies go together
- Participate in Carousel to share ideas



LEARNING STRATEGIES

- Metacognitive
 - Purposefully monitoring our thinking. It is a technique of “thinking about how you think.”
- Cognitive
 - Organizing information. Mentally and/or physically manipulate materials, or apply a specific technique to a learning task.
- Social/Affective
 - Social and affective influences on learning



STRATEGIES

- *Teaching students to use special thoughts or actions to*
 - Assist learning tasks
 - Understand, remember, recall new information
 - Practice skills efficiently
 - Use higher order thinking
 - Scaffold instruction



PERSUASION ACROSS TIME AND SPACE

- Description of Curriculum Unit from Understanding Language website

<http://ell.stanford.edu/teaching>



EXAMPLES OF STRATEGY

- Strategies: Anticipation Guide
- Text: Persuasion Across Space and Time Curriculum Unit (Understanding Language Stanford University website)

<http://ell.stanford.edu/teaching>



EXAMPLES OF STRATEGY

- Strategy: Clarifying Bookmark
- Text: Persuasion Across Space and Time
Curriculum Unit (Understanding Language
Stanford University website)

<http://ell.stanford.edu/teaching>



STRATEGIES AND SCAFFOLDING

- Strategy: 3W's
- Text: Text Complexity and the Common Core (Fillmore and Fillmore, Understanding Language website)



EXAMPLE OF A STRATEGY

- Strategy: Tree Map
- Text: Text Complexity and the Common Core (Fillmore and Fillmore, Understanding Language website)



LILY WONG-FILLMORE: ACQUIRING AND USING ACADEMIC LANGUAGE AND WORKING WITH COMPLEX TEXT.

- Strategy: Observe-Talk-Write
- Text: Video of Kindergarten Class
(<http://www.commoncoreworks.org/videos>)





REFLECTION ON VIDEO

- Strategy: Outcome Sentences
- I learned...
- I was surprised....
- I'm beginning to wonder...
- I rediscovered....
- I feel.....



SEI PROGRAM IMPLEMENTATION

- What are factors that need to be addressed?
 - Funding SEI
 - Creating buy-in
 - Demonstrating that it supports best practices
 - Supporting the training, implementation, evaluation, and refinement of SEI
 - Strong leadership—videos and classroom observations
 - “...build pockets of positiveness”
 - Relying on “key staff” to spread the message.
 - Support resources: e-newsletters, resource book of SEI lesson plans, Web sites
 - Learning communities and coaching

• Marino et al. 2008



CREATE AN ACTION PLAN

- Schedule training
 - Chose the best teachers for the training
 - Think about the long term
- Administrative support
 - Needed for success
 - Attend training sessions
 - Support with funding
 - Secure release time for coaching/ collaboration
 - Emphasize the importance and broad applications of SEI





BEST PRACTICES FOR TRAINERS

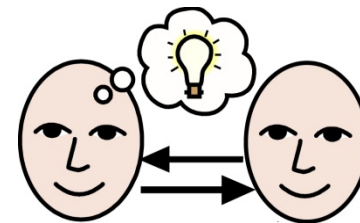
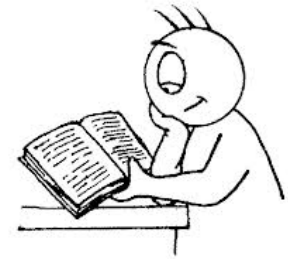
EFFECTIVE TURN KEY STRATEGIES

- Think about your favorite professor.
- Pair/share about what made him or her the best?
- SEI background knowledge is just a part of what is needed!



PUNCTUATE YOUR THOUGHTS

- Read through *Characteristics of a Trainer* independently.
- Mark sections of the text where you have questions (?), ah has (!), and things you'd like to remember (*).
- After reading the text, pair up and discuss how and why you punctuated the text.
- Share important findings with the group.





STAND UP IF YOU...

- Have dealt with teachers who are not empathetic toward ELs
- Have seen teachers work at a pace that is too fast for ELs
- Have seen staff who failed to respect the experiences of ELs
- I may not have made these mistakes with ELs, but I certainly have in working with the teachers of ELs.



DEMONSTRATE YOUR POINT

- Every activity, strategy, or task we have asked you to participate in during this workshop was included because it demonstrates SEI embedded in a Sociocultural Approach.



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CULTURE AND TEACHER TRAINING



CULTURAL AWARENESS

- Teach those you are training about the cultural background of students.
- Be aware of the cultural background of the teachers you are working with!
 - What are their attitudes toward ethnic groups that are in the school?
 - How do they perceive the cultural practices of these groups?
 - How do they perceive the culture shock and stages of language acquisition that their students are going through?





culture shock: a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation



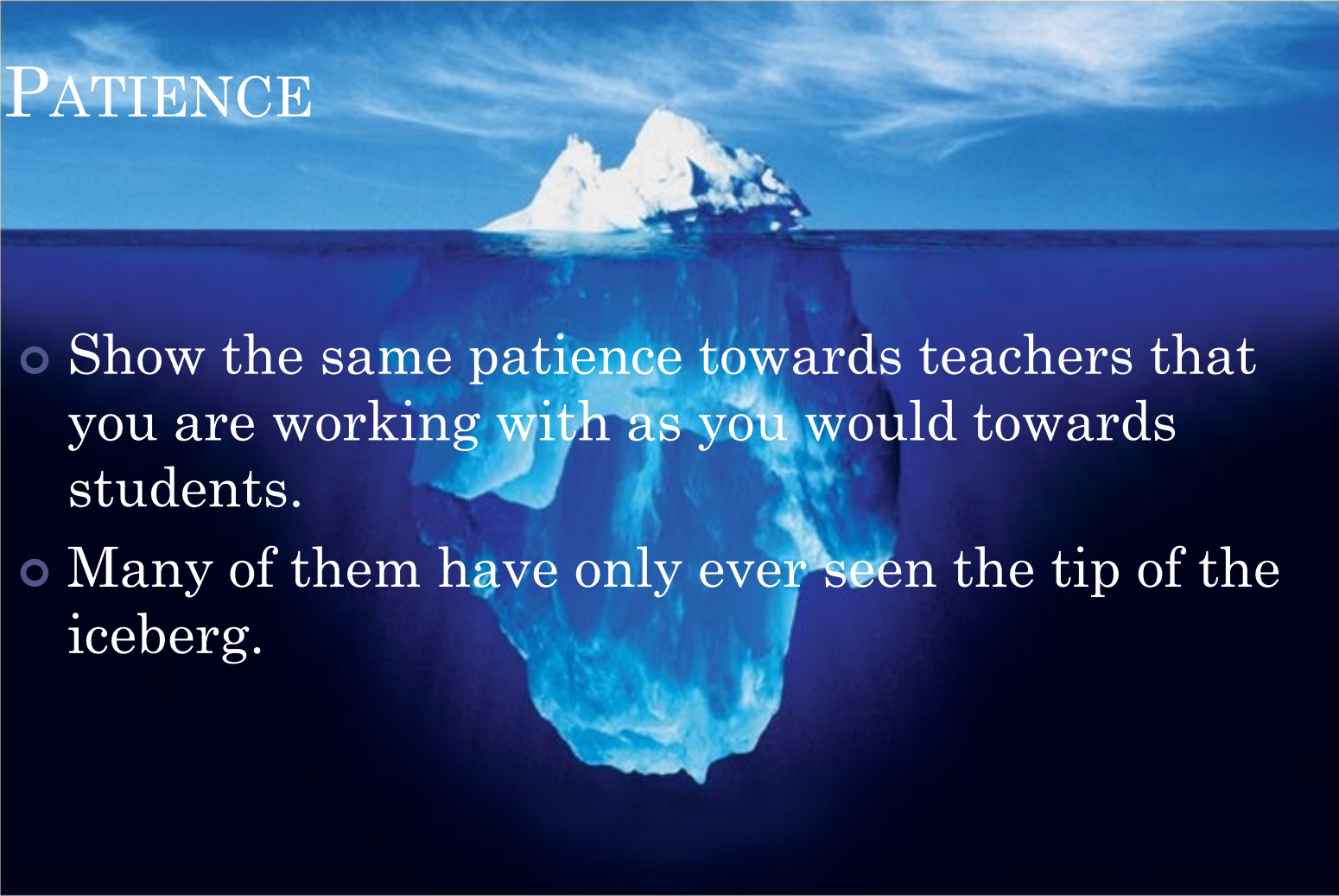
EMPATHY

- Culture shock can go both ways.
- Working with ELs can make the difficult task of teaching seem insurmountable.

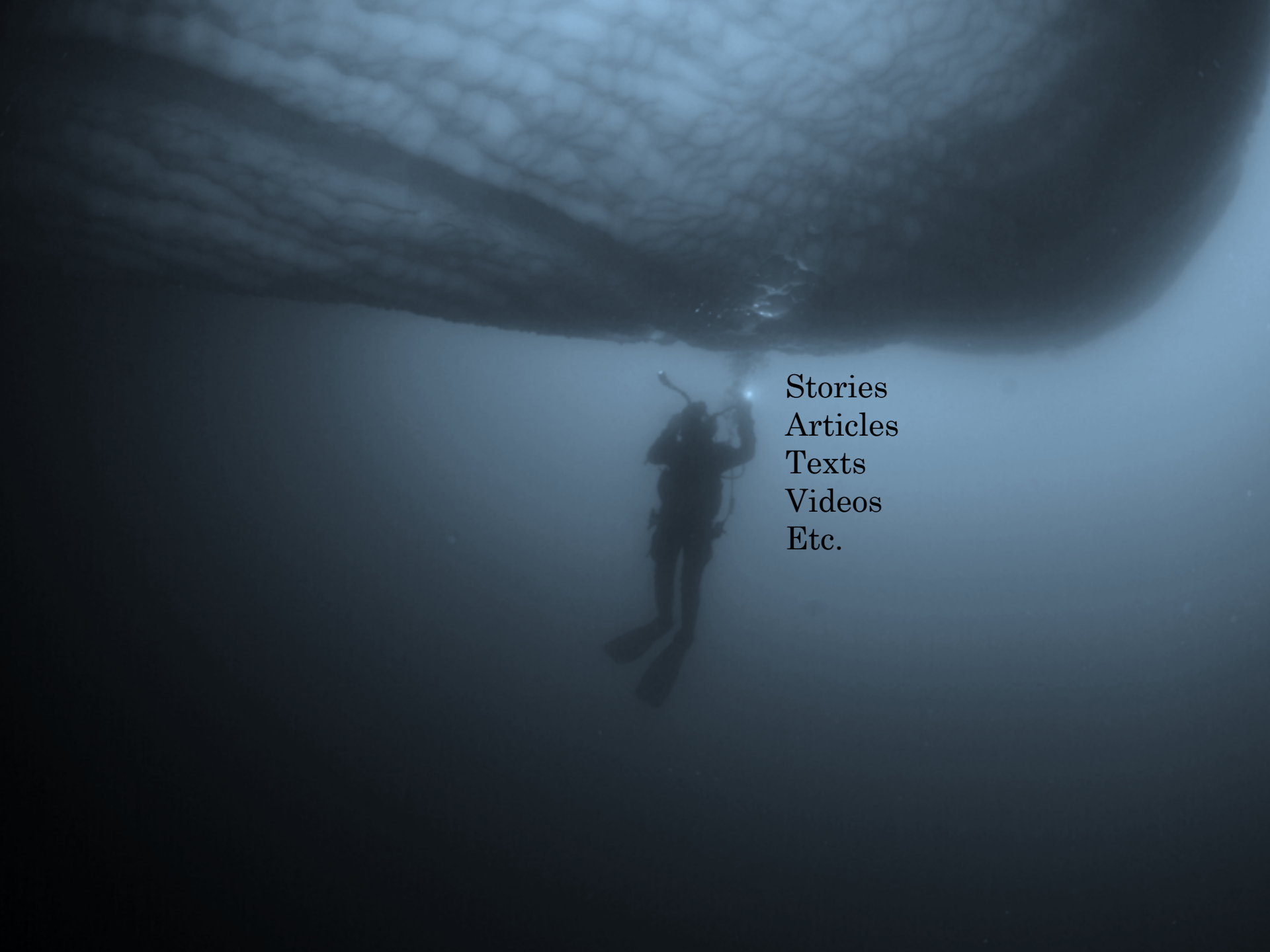




PATIENCE

- 
- A photograph of an iceberg floating in a dark blue ocean under a lighter blue sky. The iceberg's tip is visible above the water, while a much larger, jagged mass is submerged below the surface, illustrating the concept of patience.
- Show the same patience towards teachers that you are working with as you would towards students.
 - Many of them have only ever seen the tip of the iceberg.





Stories
Articles
Texts
Videos
Etc.

CULTURAL AWARENESS

- With your group create an acronym to help you remember presuppositions that teachers are coming to you with.
 - i.e. On Iced
 - ON time
 - Independence valued
 - Circumstance based status
 - Eye Contact
 - Direct

